

Fig. 2

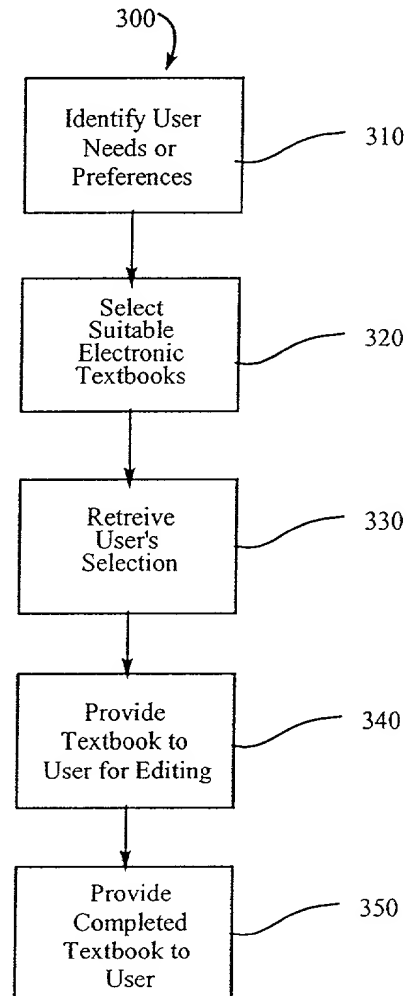


Fig. 3

CUSTOM BOOKS



CURRICULUM
CLEARINGHOUSE



GOOSEWING.NET



TEACHER
FORUM



SUPPLIES



WHO WE ARE



FIG. 4

$\begin{array}{ccccccc} \text{CH}_3 & \text{CH}_3 & \text{CH}_3 & \text{CH}_3 & \text{CH}_3 & \text{CH}_3 & \text{CH}_3 \\ | & | & | & | & | & | & | \\ \text{C} & \text{C} & \text{C} & \text{C} & \text{C} & \text{C} & \text{C} \\ / & \backslash & / & \backslash & / & \backslash & / \\ \text{H} & \text{H} & \text{H} & \text{H} & \text{H} & \text{H} & \text{H} \end{array}$


[illegible][illegible][illegible][illegible][illegible][illegible][illegible]

- $\begin{array}{ccccccc} \text{CH}_3 & \text{CH}_3 & \text{CH}_3 & \text{CH}_3 & \text{CH}_3 & \text{CH}_3 & \text{CH}_3 \\ | & | & | & | & | & | & | \\ \text{C} & \text{C} & \text{C} & \text{C} & \text{C} & \text{C} & \text{C} \\ / & \backslash & / & \backslash & / & \backslash & / \\ \text{H} & \text{H} & \text{H} & \text{H} & \text{H} & \text{H} & \text{H} \end{array}$

[illegible][illegible]

Register

Please fill out the registration form below
(Use the TAB key to jump between fields)

First Name		Last Name	
	Password		
	Reenter Password		
	Email Address		
	School Name		
	School Address1		
	School Address2		
	City		
State	Choose A State 	Zip	
	Department		
	Principal/Head		
	District		
	Superintendent		

REGISTER 

FIG. 6



Scope of Course

Your answers to the following questions will determine the size of your book. You will decide the content later.

1. Approximately how many class sessions will you dedicate to your unit on the Civil War?

(type in number from 1 to 30)

At what grade level will you teach this unit?

2.

☐ 9th grade ☐ 10th grade ☐ 11th grade ☐ 12 grade

On average, how many pages will you assign per class session?

3.

☐ 2 or less ☐ 3-5 ☐ 5-7 ☐ 7 or more

NEXT

FIG. 7

TOOLBOX

BUILD PROFILE

You must build the book profile before PREVIEW is allowed

☐ Standards
 ☒ Course Approach
 ☐ Teaching Style
 ☐ Review Settings

SAVE

Approach

The following section concerns how you approach Civil War history. Click on the button that most closely represents your interest in each approach. The further to the right you click, the more material reflecting that approach your book will contain. Click on description for fuller explanation of each approach.

I would like my course to focus on:

← less — more →

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Key figures of the period |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Political factors, such as parties and ideologies |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Economic factors, such as capital, labor and technology |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Cultural factors, such as population diversity or the arts |

NEXT 

FIG. 8

FIG. 9



Teaching Style

This section concerns your teaching style. Click on the button that most closely represents your interest in each type of illustration or special project. The further to the right you click, the more material reflecting your preference your book will contain.

Illustrations

← less — more →

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Photographs |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Charts and Maps |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Editorial Cartoons |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Primary Documents |

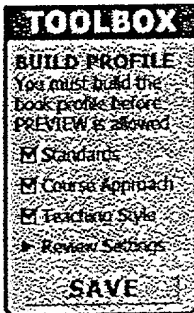
Assignments

← less — more →

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Class projects, such as developing a personal genealogy or building a diorama |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Interpretive writing assignments, such as essay questions that reflect writing-across-the-curriculum |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Interpretive math problems, such as word problems that reflect math-across-the-curriculum |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Resources for students beyond the text and classroom |

NEXT

FIG. 9



Review Selections

Your answers have given GOOSEWING enough information to construct your customized course materials. Read the following profile of the book. If you like it, click "view book." You can go back to revise your answers by clicking "revise selections," but GOOSEWING's editing screens will allow you to refine your book later.

Your book on the Civil War will be approximately 48 pages long, and will strongly emphasize a political approach to the material, with cultural and economic approaches less represented. Photographs will be the dominant form of illustration, with fewer examples of primary documents, editorial cartoons and charts and maps. You prefer special features that strongly emphasize math-across-the-curriculum, with fewer emphasizing writing-across-the-curriculum, classroom projects and other resources.



FIG. 10

These compromises, and dozens of smaller ones, never satisfied the people who lived in free states. They regarded slavery as degrading and immoral. They did not believe that they could support a nation that would permit slavery. Already most civilized countries in the world had outlawed slavery, but the government of the United States refused to abolish the practice here. From 1850 on, people across the Northern states became wildly vocal in opposing slavery. Frederick Douglass, an escaped slave, became one of the foremost

~~The Compromise of 1850~~
saved the young republic by striking a balance of power in Congress between the slave-holding states of the South and the free states of the North. It admitted Missouri to the United States, and allowed slavery there, but only if Maine also joined the union as a free state. In 1850, Congress reached another compromise. This one allowed the people of a new state to determine whether or not to allow slavery. The made almost certain that the

speakers for the cause. William Lloyd Garrison, a former minister, published a magazine, *The Abolitionist*, that called for revolution if the government didn't act. For the first time in public life in this country, women's organizations took a strong stand on public

FIG. 12

TOOLBOX

BUILD PROFILE
You must build the tool profile before PREVIEW is allowed

- ☐ Standards
- ☒ Course Approach
- ☒ Teaching Style
- ☐ Review Services

EDIT TOOLS
Click buttons below to edit content type

Text

Illustrations

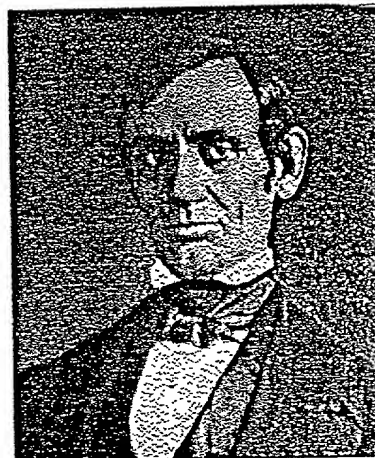
Features

☒ PREVIEW

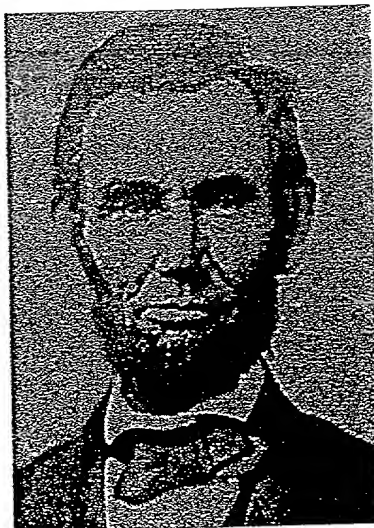
SAVE



Lincoln01: President Abraham Lincoln



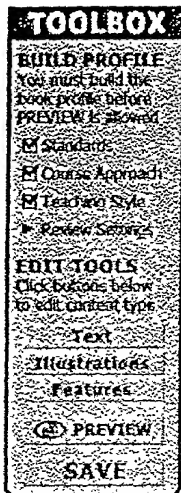
Lincoln03: Abraham Lincoln



Lincoln02: President Abraham Lincoln



Grant01: General Ulysses S. Grant



ORDER

The Civil War represents the greatest expression of moral outrage in the history of the United States of America. The issue of African-American slavery had never allowed the nation any sustained peace. The founders of the country could only craft a Constitution that compromised freedom, the most basic tenet of the American Revolution. The Constitution allowed new slaves to be brought to this country only for a few years more and then banned the slave trade, but it also increased the representation of slave-holding states in Congress by counting each slave as three-fifths of a person. Every few decades, the union threatened to dissolve over the slavery.

country would admit no new slave-holding state, but gave the states that did hold slaves a kind of protection against the federal government outlawing it. Laws passed soon after this compromise committed the citizen of free states to uphold the slave laws of their neighbors to the south.



Figure #. General Ulysses S. Grant, the commander of the Union forces.

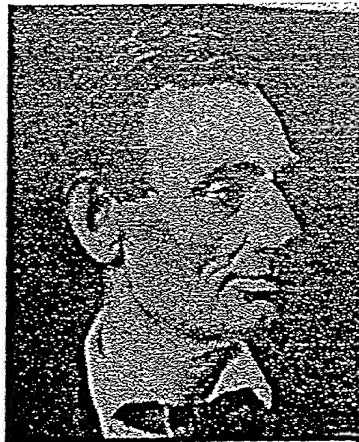


Figure #. President Abraham Lincoln at the beginning of his presidency.

The Compromise of 1820 saved the young republic by striking a balance of power in Congress between the slave-

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Fig. 14

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FIG. 15

Order

Would you like GOOSEWING to prepare test questions reflecting the individualized content of your book? There is a charge of \$25 for this service.

☐ Yes ☐ No

If you are satisfied with this version of your customized GOOSEWING book, fill out the following form, and GOOSEWING will begin the process of printing, binding and shipping your new course materials to your school. If not, click on "start over" to bring you back to the beginning of the questionnaire.

Title	<input <img="" alt="dropdown arrow" data-bbox="824 850 857 886" type="text" value="Dr."/>
First Name	<input type="text"/>
Last Name	<input type="text"/>
School Name	<input type="text"/>
Email Address	<input type="text"/>
Title of Course	<input type="text"/>
Title of Book	<input type="text" value="The Bloody Field: A History of the Civil War"/>
Lookup Name for Book	<input type="text"/>
Number of copies	<input type="text"/>
Cost per copy	<input type="text" value="\$8.75"/>
Order Charge	<input type="text" value="\$75.00"/>
Tests	<input type="text" value="\$25.00"/>
Total Cost	<input type="text"/>


ORDER 

FIG. 16